



Measuring reading performance

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ABSTRACT

Despite significant changes in the treatment of common eye conditions like cataract and age-related macular degeneration, reading difficulty remains the most common complaint of patients referred for low vision services. Clinical reading tests have been widely used since Jaeger introduced his best types in 1854. A brief review of the major developments in clinical reading tests is provided, followed by a discussion of some of the main controversies in clinical reading assessment. Data for the Salisbury Eye Evaluation (SEE) study demonstrate that standardised clinical reading tests are highly predictive of reading performance under natural, real world conditions, and that discrepancies between self-reported reading ability and measured reading performance may be indicative of people who are at a pre-clinical stage of disability, but are at risk for progression to clinical disability.

If measured reading performance is to continue to increase in importance as a clinical outcome measure, there must be agreement on what should be measured (e.g. speed or comprehension) and how it should be measured (e.g. reading silently or aloud). Perhaps most important, the methods for assessing reading performance and the algorithms for scoring reading tests need to be optimised so that the reliability and responsiveness of reading tests can be improved.

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1. Introduction

In the early 1990s we obtained data from 1000 consecutive patients referred for low vision evaluation at the Johns Hopkins Wilmer Eye Institute low vision service (Unpublished data). An intake questionnaire asked each patient to indicate the primary reason for seeking referral to low vision. The results are shown in Fig. 1. The most common reason for referral was difficulty reading, which applied to over 60% of patients. The second most common reason was difficulty driving, applicable to only 5% of patients. Similar results have been published for other populations (see, e.g. Elliott et al., 1997).

Since 1990 there have been significant improvements in the treatment of eye disease – most notably the introduction of anti-VEGF therapy for macular (“wet”) AMD. Yet reading difficulty continues to be a primary concern for patients referred for low vision services. In a small but detailed study of patient expectations prior to low vision rehabilitation 14 of 15 patients with AMD reported that reading difficulty was a primary concern (Crossland et al., 2007). Although we are inclined to interpret these findings as an indication of the importance of reading in everyday life, there is another possibility – that patients with reading difficulty are referred to low vision services because low vision rehabilitation is most likely to improve reading performance through the prescription of magnifiers. Other problems such as driving or recognising faces are more difficult to address with current technology and patients with these problems may not be referred.

But in support of the “reading is important” explanation it is also worth noting that most commonly used questionnaires for assessing the various aspects of vision disability include one or more items on reading difficulty. Popular instruments such as the ADVS (Mangione et al., 1992) VF-14 (Strainberg et al., 1994), NEL-VFQ-25 (Mangione et al., 2001), Massof Activity Inventory (Massof et al., 2005) and many others include an item about difficulty reading newspaper, and entire questionnaires have been developed just to evaluate reading performance such as the Reading Behaviour Inventory (Goodrich et al., 2006). Moreover, measured reading performance is among the best predictors of patient-reported visual ability (McClure et al., 2000) and vision-related quality of life (Hazel et al., 2000).

Reading performance has been used as the primary outcome measure for several clinical trials on the effectiveness of low vision rehabilitation (see Bines et al., 2012) and as a secondary outcome measure for clinical trials of pharmaceutical and surgical treatment of various eye diseases including laser photocoagulation (Macular Photocoagulation Study Group, 1991), submacular surgery (Hawkins et al., 2004), anti-VEGF (Tufail et al., 2010) treatments for AMD, and comparison of intraocular lenses following cataract

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Measuring Reading Performance

Roger C. Farr

Measuring Reading Performance:

Measuring Reading Performance William E. Blanton, Roger Farr, J. Jaap Tuinman, 1974 **Measuring Reading Competence** S. Schwartz, 2013-06-29 This book concerns measuring reading skills. It is not meant to be a comprehensive survey of reading research or a review of all possible approaches to reading measurement although considerable attention is given to both subjects. Instead the purpose of this book is to present a coherent theoretically based approach to measuring reading competence. The ability to measure a phenomenon is an important prerequisite for scientific analysis. As Lord Kelvin said, "One's knowledge of science begins when he can measure what he is speaking about and express it in numbers." Unfortunately not just any numbers will do. Presently available reading tests provide their users with a plethora of numbers: age levels, percentiles, grade equivalents, but their scientific value is questionable. The problem is that there is more to scientific measurement than merely assigning numbers to arbitrarily chosen behaviors. Scientific measurement occurs only within the confines of a theory and most reading tests are atheoretical. Recent years have witnessed an explosive growth in reading research.

Measuring Reading Performance International Reading Association, 1974 **Psychophysics of Reading in Normal and Low Vision** Gordon E. Legge, 2006-10-11 Written by a leader in the field, this book discusses the role of vision in reading. The author describes the influence of physical properties of text on reading performance and the implications for information processing in the visual pathways. He explores different forms of low vision that affect reading, text characteristics that optimize reading for those with low vision, principles underlying the legibility of text and guidelines for displaying text. Special topics include the role of the magnocellular pathway in reading and dyslexia, Braille reading and fonts for highway signs. An accompanying CD contains reprints of the seminal series of articles by Gordon E. Legge and colleagues published between 1985 and 2001.

[A Study of the Reading Performances of Pupils Under Different Conditions on Different Types of Material](#) Hjalmer William Distad, 1926 **Measuring Reading Ability** Elisha Lemuel Fisher, 1920

The Content and Measurement of the Reading Vocabulary Sister Mary Irmina, 1927 [A Study of Average Third Grade Readers' Oral Reading Performance in Material of Varying Fry Determined Readabilities](#) Janet Sue Dixon, 1987 [An Analysis of Selected Perceptual-motor Readiness Measures and Reading Performance](#) Joseph R. Now, 1973 Abstract: The main purpose of this study was to determine the relationship of selected perceptual-motor readiness measures with each other and with the reading performance of first grade children. More specifically the following relationships were analyzed: 1. The relationship which exists between the results of each selected readiness measure and reading performance; 2. The relationship which exists between the results of the proposed test and reading performance and the result of each of the other selected measures and reading performance; 3. The multiple relationships which exist between combined measures of selected tests and reading performance.

Motivation for Reading: Individual, Home, Textual, and Classroom Perspectives Allan Wigfield, John T. Guthrie, 2013-12-16 Based on research from the National Reading Research Center

NRRC at the Universities of Georgia and Maryland this issue presents the contributors synthesized work on reading motivation and engagement Articles are devoted to the following topics the general motivation constructs related to reading home influences on reading motivation readers responses to different types of text influences of classroom contexts and types of assessment on children s motivation *The Role of Letter-Speech Sound Integration in Typical and Atypical Reading Development* Jurgen Tijms,Silvia Brem,Gorka Fraga González,Iliana I. Karipidis,2020-07-24 Fluency is the quintessence of effective reading To obtain socio economic success fluent reading is of primordial importance and reading is considered a crucial marker of an individual s life course Approximately 5% of children are affected by developmental dyslexia exhibiting inaccurate word recognition spelling phonological decoding and most importantly severely dysfluent reading which remains as their most characterizing and persistent deficit Unable to attain society s literacy demands individuals with dyslexia are at severe risk for adverse academic economic and psychosocial consequences Recently it has been posed that the development of automatic letter speech sound LSS integration is critical in the acquisition of fluent reading skills and in particular that a failure to develop automatic LSS integration results in an impairment of reading fluency In support neurocognitive research has suggested that the development of automatized processing of LSS associations is an essential step in the formation of a functional neural network for reading Furthermore both neurocognitive and behavioural studies have suggested a less efficient LSS integration in children with dyslexia than in typical readers Finally results from intervention studies have suggested that training LSS might be a promising approach to ameliorate dysfluent reading in children with dyslexia Nonetheless there is still a considerable gap of knowledge in our understanding of the mechanisms by which learning LSS associations relate to dys fluent reading *The Journal of Educational Research* ,1924 The Development of a Teacher Rating Scale for Measuring Reading Performance Kristen Kirkham,Syracuse University. College of Arts & Sciences,1999

A Study of Interests and Their Relations to Other Factors of Achievement in the Elementary School Subjects
A. V. Smith,Edward Joseph Westenberger,Marie Cecelia McGrath,Mary Callixta,Paul Hanly Furfey,Robert Thomas Rock,Sister Marie Cecilia Mangold,Sister Mary Columba,Sister Mary Immaculata,Sister Mary Irmina,Sylvester Schmitz,Thomas George Foran,William Dollard Commins,1925 Measurement of Reading Achievement Roger C. Farr,1971 *Resources in Education* ,1978-10 Journal of Educational Psychology ,1921 **The English Journal** ,1929 *The Formulation of Standards of Educational Achievement for a State* Willis Ernest Johnson,1919 **Visual Perception in Reading and Spelling** Sister Mary of the Visitation,1929

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Table of Contents Measuring Reading Performance

1. Understanding the eBook Measuring Reading Performance
 - The Rise of Digital Reading Measuring Reading Performance
 - Advantages of eBooks Over Traditional Books
2. Identifying Measuring Reading Performance
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Measuring Reading Performance
 - User-Friendly Interface
4. Exploring eBook Recommendations from Measuring Reading Performance
 - Personalized Recommendations
 - Measuring Reading Performance User Reviews and Ratings
 - Measuring Reading Performance and Bestseller Lists
5. Accessing Measuring Reading Performance Free and Paid eBooks
 - Measuring Reading Performance Public Domain eBooks
 - Measuring Reading Performance eBook Subscription Services
 - Measuring Reading Performance Budget-Friendly Options

6. Navigating Measuring Reading Performance eBook Formats
 - ePUB, PDF, MOBI, and More
 - Measuring Reading Performance Compatibility with Devices
 - Measuring Reading Performance Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Measuring Reading Performance
 - Highlighting and Note-Taking Measuring Reading Performance
 - Interactive Elements Measuring Reading Performance
8. Staying Engaged with Measuring Reading Performance
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Measuring Reading Performance
9. Balancing eBooks and Physical Books Measuring Reading Performance
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Measuring Reading Performance
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Measuring Reading Performance
 - Setting Reading Goals Measuring Reading Performance
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Measuring Reading Performance
 - Fact-Checking eBook Content of Measuring Reading Performance
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements

- Interactive and Gamified eBooks

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